



The University of Mississippi Medical Center's (UMMC) Quality Enhancement Plan (QEP), entitled "Professionalism in Practice," is designed to enhance student learning by actively promoting the development of professionalism in our experiential practitioner curriculum by focusing on the clinical and scientific learning environments. This QEP expands on the emphasis on professionalism that exists in our didactic curriculum from our first QEP, "Professionalism across the Curriculum." The selection and development of our topic was guided by an institutional process spanning three years, involving a thorough examination of institutional assessment data produced through our comprehensive planning and evaluation processes, the broad-based participation and collaboration of all college constituencies, and a thorough analysis of relevant research.

The goal is to benefit students in the health care and scientific fields they are entering by producing graduates with high levels of professionalism in behavior, virtue, and identity. The Professionalism in Practice program has identified three desired student learning outcomes:

1. Students will behave in a consistently acceptable professional manner during clinical and scientific learning rotations.
2. Students will express virtues associated with professionalism during their clinical and scientific learning rotations.
3. Students will internalize a professional identity during their clinical and scientific learning rotations.

To determine which instructional strategies best promote professionalism outcomes, we have designed Professionalism in Practice as a comparative study of the effects of stacked combinations of teaching methods. Based on a comprehensive review of the research and best practices literature, students from every relevant program beginning their first year of experiential training (clinical and laboratory rotations) will be randomly assigned to one educational group. Intervention groups will be compared to each other and the baseline control group. Group 1 students (the baseline control group) will experience only the existing didactic curriculum. The remaining groups will experience the progressive addition of three other pedagogical interventions—a specific learning module on professionalism including a set of professionalism evaluation tasks appraising self and supervisors, a collection of written reflection tasks, and guided group reflections. This framework aims to determine whether the pedagogical tasks or their progressive combinations effectively produce improved student learning outcomes related to professionalism.

To assess the effects of the instructional interventions, student participants will be tested using a panel of established instruments that include direct, indirect, quantitative, qualitative, self-reported, other-reported, pre-test, and post-test measures. These instruments will assess students' professional behaviors, virtues, and identity.

The QEP will provide a significant and valuable contribution to the institutional mission, *improving the health and well-being of patients and the community through excellent training for health care professionals, engaging in innovative research, and delivering of state-of-the-art health care* by giving us the information to determine the best curriculum for UMMC students and also providing data from this innovative research that other universities may use to promote professionalism.

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